



Fact Sheet (H.J. Res. 58): Resolution to block the Department of Education's Teacher Preparation Rule

- *This resolution would block rules designed to help ensure that all teachers are prepared when they graduate from their teaching programs*

Background

The final rule on teacher preparation programs, released by the Obama administration on October 12, 2016, improves the quality and transparency of education programs that prepare teachers to run their classrooms. This rule helps to ensure that new teachers are adequately prepared to succeed in their classrooms and that every American student is taught by a confident, well-trained educator. In addition, the rule increases transparency for all teacher preparation programs so that interested educators, school principals, and potential teacher candidates will know whether teacher prep programs have a track record of success among their graduate teachers in terms of employment outcomes, preparation for the classroom, and improving their student learning. [Department of Education, [10/12/16](#)]

Key Provisions of the Final Rule

- **New state reporting measures** allow prospective students and recruiters an inside look at all teacher prep programs—traditional, alternative routes, and distance learning—to help ensure that teacher candidates can choose a program that meet their needs before taking on student debt. [Department of Education, [10/12/16](#)]
- **Flexibility to design systems** to assess the quality of teacher prep programs based on multiple measures that include placement and retention rates, input from graduates and employers about teacher prep programs, student learning outcomes (which do not have to include test scores), and other measures states want to include. States also have flexibility to assign whatever weight they want to these measures. [Department of Education, [10/12/16](#)]
- **Address concerns of quality** in teacher prep programs by requiring states to annually assess the quality of teacher training programs and limiting federal TEACH grant eligibility to only the most effective programs in each state. [Washington Post, [10/12/16](#); Department of Education, [10/12/16](#)]
- **Putting states in the driver's seat** by affirming that states are the primary decision-making power in defining what “high-quality” means for their states’ programs as well as how they define their reporting systems. [Department of Education, [10/12/16](#)]
- **Creates a diverse teacher workforce that better reflects the diversity of American students** by empowering states to address diversity needs in their teacher workforce. About 50 percent of K-12 students are from minority groups, while only around 18 percent of classroom teachers are – this regulation enables states to fill this gap most effectively. [Brookings Institute, [8/16](#), Department of Education, [10/12/16](#)]

Supporters of the rule say it will increase the quality of teacher training programs and provide better data to the institutions that train teachers.

- **Council of Chief State School Officers:** Since the Council of Chief State School Officers (CCSSO) first issued a call-to-action in 2012, state chiefs have led the charge on transforming educator preparation programs to better serve the needs of students and educators. Working with states, we've put changes in place to give better information back to preparation programs, make state program approval more relevant and hold programs accountable for results. We are pleased to see that the regulations released today are reflective of current realities, as well as the extensive input provided by states through CCSSO's Network for Transforming Educator Preparation (NTEP). These regulations will help states implement these changes, and we are pleased the department listened to feedback and made these regulations stronger." [CCSSO, [10/12/16](#)]
- **National Council on Teacher Quality:** "I see [the rule] as a tremendous opportunity because at no other point in the history of teacher education in the United States has the field been forced to ask itself if it is really adding value, and if not, what it needs to change." –Kate Walsh, President [Washington Post, [10/12/16](#)]
- **University of Virginia Curry School of Education:** "It's extraordinarily useful to us because we really do want to assess the quality of our graduates' work...We've been seeking this information for a long time, but it's hard to get." –Robert Pianta, Dean [Washington Post, [10/12/16](#)]